

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 2 (DHEP/DET)**

***To be completed by DHEP Detective students
only***

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. However, you must:

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is particularly important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- *Your workbook must contain items 1 - 5 below (in the order given).*
- *You should use the pro-forma to insert your text within each section.*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.*

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Task	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	Conducting Investigations	2000
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Task 1

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose serious and complex investigation in which you played a significant role with a victim of crime and reflect on what happened.

Give a brief description of the **investigation** including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm during the **investigative process**

Explore what works in relation to tackling repeat victimisation and repeat offending during this **investigation**. Consider the use of evidence-based policing.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

1. Investigation

This investigation commences when the complainant initially reports criminal damage and threats to harm her in October 2023. Response officers attend and the complainant alleges that she has been raped by a male that she has known for a short period. A PPD3 (first account) was taken by officers and the investigation escalated to the Rape investigation team (RIT).

RIT officers attended with the complainant and they consented to a forensic medical examination and Achieving Best Evidence Video Recorded Interview which was conducted the next day at New Pathways Sexual Assault Referral Centre in Swansea.

The complainant was able to provide an address for the suspect. Response officers attended the address and arrested the suspect under suspicion of Rape. The suspect's phone was seized to investigate any communications between himself and the complainant.

The suspect had forensic samples taken while in custody though refused to have intimate samples taken. While in custody they were also interviewed by myself and another officer in accordance with PACE and in the presence of a legal representative. They answered 'no comment' to all questions.

The suspect declined to provide a pin to enable digital forensic officers access his mobile device. Interviewing officers subsequently served the suspect with a section 49 RIPA notice.

The suspect was bailed with conditions. Conditions were both to safeguard the complainant and preserve the integrity of the investigation. One condition was not to enter the Swansea Neath Port Talbot area as their home address was in the Birmingham area.

Scenes –

Scene 1 – Complainant. Clothing seized. Complainant forensically examined by medical examiner. DNA elimination sample taken. Injuries photographed. Body mapping undertaken by forensic medical examiner. Complainant Video interviewed by qualified SOIT officer.

Scene 2 – Address of complainant. This was the site of the alleged rape. The address was cordoned off and a scene guard put in place with JSIU (Joint Scientific Investigation Unit) attending promptly. The scene was forensically examined, bedding seized, as this was the site of the alleged rape, and the address photographed.

Scene 4 – Suspect. The suspect was arrested and interviewed in accordance with PACE. When the suspect was arrested, he made a significant statement while under caution of “THEY RAPE ME, THEY RAPE ME”. This comment was put to him at interview, and he declined to comment. The suspect also answered no comment to all questions. DNA samples taken along with fingerprints. The suspect didn’t consent to providing intimate samples. Clothing of the suspect that they were wearing at the time of the alleged offences was also seized for forensic examination.

Safeguarding –

Safeguarding was addressed via the arrest of the suspect and bail conditions. Officers also accompanied the complainant to the housing options office prior to her medical examination to ensure she had accommodation as there was a high risk of threat and harm should she return to the scene of the alleged rape.

Passive Data/Witnesses –

-  CCTV – this was identified at several sites though the only site that generated any evidence was a shop opposite the suspects address – where suspect and complainant met. This showed the suspect and complainant boarding a taxi. The complainant states that they then travelled to her address in this taxi. All taxi companies in Swansea were contacted to ascertain if any taxi had a record of this journey and any CCTV footage. This line of enquiry provided no evidence.
-  House to house enquiries – conducted both at addresses surrounding the suspects address and surrounding complainant address. Both lines of enquiry returned no evidence.
-  There were no witnesses.

Word Count - 585

2. Critical evaluation of supporting or managing vulnerable people or people at risk from harm as part of the investigation

In order to critically evaluate this element of the investigation, I will utilise the reflective model of Gary Rolfe (Rolfe et al, 2001) ⁽¹⁾. The model has three distinct sections.

1. What? – What happened?
2. So What? – What does it mean?
3. Now What? – What needs to be done as a result.

1. What? – What happened?

Looking first at vulnerabilities of both complainant and suspect.

Complainant -

The main risk factors for this individual are a history of drug use and sex work. The drug use being the main factor that put the complainant at risk in the first instance as they had arranged a meeting with the suspect to access controlled drugs which ultimately resulted in the suspect attending her address and a subsequent allegation of rape.

The suspect -

At the time of the incident, they have visited the area from Birmingham and have links to other parts of the UK. This, along with links to controlled drugs could indicate potential links to county lines or Organised Crime Groups, which put the suspect at heightened risk of exploitation.

So, what happened to support and manage these individuals as part of this investigation?

Firstly, looking at the complainant, the priority was safeguarding of the complainant. This took place primarily through arrest of the suspect and the via subsequent bail conditions. Additional safeguarding and management measures for the complainant were –

- ✚ Submission of a PPN (Public Protection Notification) and MARAC (Multi-Agency Risk Assessment Conference) referral to notify all interested agencies, for example social services.
- ✚ New Pathways referral for the appointment of an ISVA (Independent Sexual Violence Adviser).
- ✚ Engagement with the SWAN outreach project. This is a South Wales Police project that engages with sex workers in the Swansea area. The project provides a safe space for sex workers to engage with Police and to highlight areas of risk and reduce the level of threat, harm and risk to sex workers.
- ✚ Housing – the incident meant that the complainants accommodation became uninhabitable. Also, it was not safe for them to return to the property as threats had been made by the suspect for associates to attend and cause further harm. Officers accompanied complainant one to housing options on the day of report to ensure appropriate housing was in place.
- ✚ Warning markers were placed on Niche, both on the complainant and their new address.
- ✚ A South Wales Victim Focus referral was made.

Secondly, looking at the suspect, support, and management here was firstly via detention in custody and through code C of the Police and Criminal Evidence Act 1984. Code C governs the detention, treatment and questioning of any person arrested and detained. Under code C the police abide by the following –

- ✚ Inform the suspect why they have been arrested and detained.
- ✚ Allow the suspect to speak to a solicitor or legal representative at any time.
- ✚ Provide the suspect with a written summary of their rights in a language they can understand.
- ✚ Provide them with medical care they require.
- ✚ Provide them with food and water.

Accountable for the oversight of this while the suspect was in custody, was the custody officer at Swansea central police station custody suite.

Attention was also given by me as OIC, to the fact that the suspect may be at risk of exploitation himself and that this incident may have come about because of the exploitation of the suspect in the first instance. i.e. was he in the area under any form of duress to sell controlled drugs for other people or organised crime groups?

This was considered at interview and questions put to the suspect around that topic thereby providing the suspect an opportunity to provide any information regarding exploitation should they wish to do so. The suspect declined to answer, and pre-charge engagement was also explained to them in the company of their solicitor.

2. So What? What does it all mean?

What I take from the above measures, is that to support and manage vulnerable parties in this investigation, many parties have had to be involved.

Legislation appears to be the main framework for support and management of the suspect. For the complainant it appears to be a more complex, multi-agency approach.

Table 1 below outlines the professionals involved in supporting and managing the complainant and suspect.

South Wales Police	Other Professionals
Response officers (arrest)	ISVA
Custody officers and CDOs	Social Services
Officer in Case (DC)	Housing officers
SOIT (Sexual Offences Interview Trained) Officer (DC)	Dyfodol – Drug interventions
Victim Progression Officer	South Wales Victim Focus
Detective Sergeant	
Detective Inspector	
Public Protection Officers	
Outreach Project Officers	
Suspect Focussed Officer (DC)	

Table 1. Professionals involved in supporting and managing vulnerable individuals

For this assignment I will evaluate the appropriateness of the approach of the Victim Progression Officer (VPO)

The VPO is a role which is 100% victim focussed. The aim of this role is to act as point of contact for the victim should they have any questions about the investigation

at any time, should they have any concerns of whether to progress with the complaint and to provide regular updates to the victim on the progress of the investigation. The VPO will update the victim at regular intervals, update the occurrence log when this is done and inform the OIC of any questions or concerns that the victim may have.

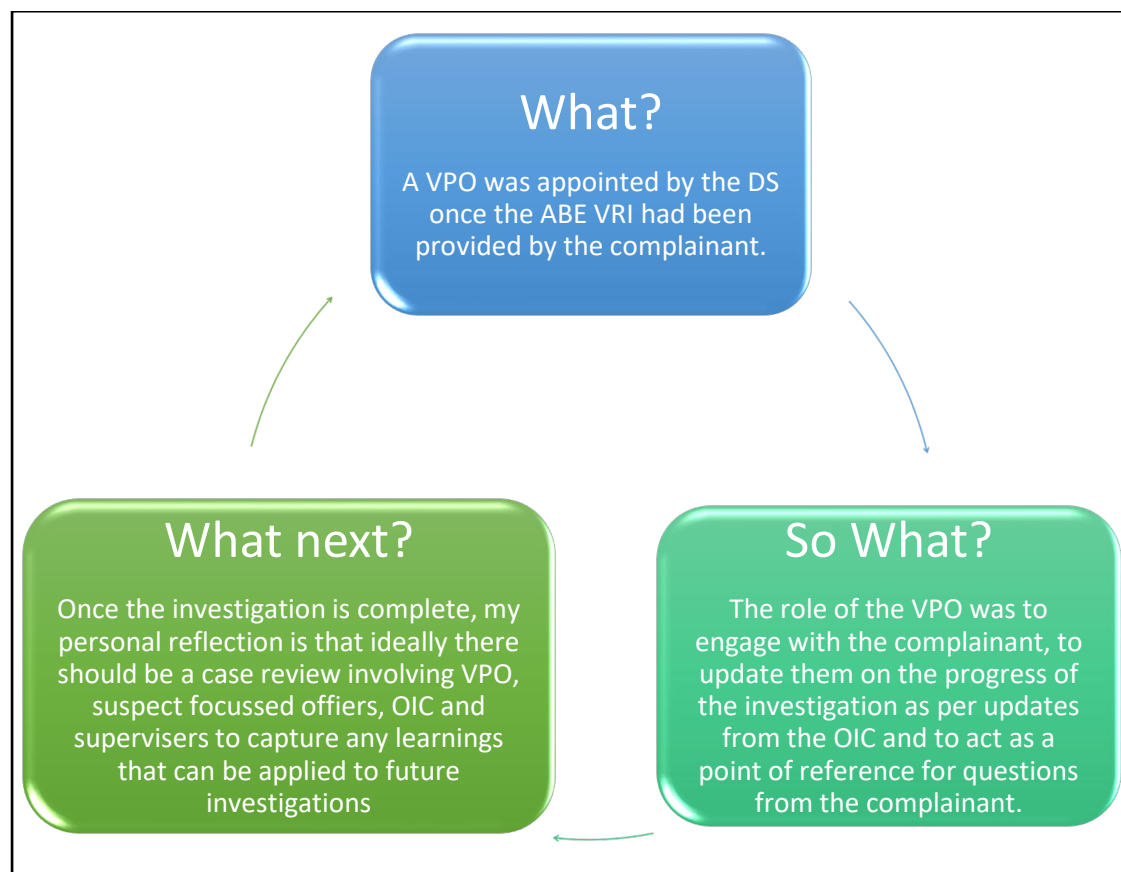
This role has come about because of Operation Soteria Bluestone which is an example of Evidence Based Policing.

Operation Soteria Bluestone is a National Home Office funded research and change programme, led by the National Police Chiefs' Council (NPCC) and hosted by the Mayor of London's Office for Policing and Crime (MOPAC).

The result of this programme is the development of a national operating model for RASSO to be used by all 43 Home Office police forces which has now been rolled out.

The VPO role discussed above ensures that the investigation becomes more victim led and focussed less on investigating the victim but more on investigating the suspect and their behaviours. This was a key area that Operation Soteria Bluestone identified as an issue in past investigations. Disrupting the behaviours of suspects in order to minimise any chance of further offending and risk of future threat and harm was also an issue raised by Operation Soteria Bluestone and therefore Suspect focussed roles for investigators are now appointed early during any investigation.

I will again use the reflective model, Rolfe et al, 2001 ⁽¹⁾ to evaluate the VPO role in the figure below –



My conclusion in evaluating the appropriateness of the approach from the VPO would be that due to its initiation because of Operation Bluestone Soteria and given that this Operation has a grounding in Evidence Based Policing, I would deem the approach as highly appropriate.

Word count - 1137

3. Exploring what works in relation to tackling repeat victimisation and repeat offending during this investigation. Use of evidence-based policing.

As this is an investigation into an allegation of Rape, Operation Soteria Bluestone would play a large part in what works in relation to using evidence-based policing.

Looking at the complainant, and tackling repeat victimisation, this is a challenge as they have a history of sex work and intelligence would indicate that they go back to sex work to fund a drug habit. This fact puts them at huge risk of repeat victimisation.

My research into the statistics around assaults on sex workers found the following –

- 🚦 National Ugly Mugs (NUM), a scheme to help protect people involved in prostitution from violent individuals, explained that sex workers were often victims of crime, but rarely reported these incidents to the police:
- 🚦 Almost 2000 reports have been made to NUM since July 2012, but only 25% of the victims were willing to formally report to the police. Of these, 283 were rapes.

The complainant in this investigation was referred to both the SWAN outreach project as discussed earlier and to NUM. This was with the aim of tackling repeat victimisation and reducing the risk of victimisation because of sex work.

One of the most impactful interventions for the complainant will have been engagement with drug case workers from Dyfodol following this incident. This is primarily as the main motivation to undertake sex work is to gain money for drugs. If this motivation is reduced via support with a reduction in drug use, then potentially the need for sex work will reduce and as a result so will the risk of repeat victimisation.

In this investigation tactics employed to address a reduction in re-offending for the suspect where –

- Use of Dyfodol. The suspect has a history of drug use and intelligence points to involvement in controlled drugs.
- Bail conditions to remain away from the area were also aimed at a reduction in offending as well as safeguarding.

The main tactic that was employed regarding reducing re-offending was during interview. It was hoped that the suspect would open up when questioned regarding any duress or exploitation that he may be under, that may result in him offending. It was also hoped that he would engage in the process of pre-charge engagement, though this has proved fruitless.

Pre-charge engagement was employed as it was linked to the evidence-based approach of winning hearts and minds and enhancing police legitimacy. It was to understand the suspect in this investigation and his motivations for putting himself at increased risk of threat and harm and then offending. If I could understand this motivation, I could then enhance police legitimacy with the suspect and engage them in support networks to reduce chances of re-offending. This is related to procedural justice. (Tyler and Fagan, 2008) ⁽²⁾.

Word Count - 477

Total Word Count - 2199

Task 2

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an **serious and complex investigation** that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a **complex investigation** you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a **complex investigation** and reference the management of your own personal values and attitudes in relation to this.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

1. Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised. –

The investigation -

The complex investigation example I would use for this task would be an investigation of a case of multiple car thefts by the same suspects in July 2023. I was OIC in this investigation.

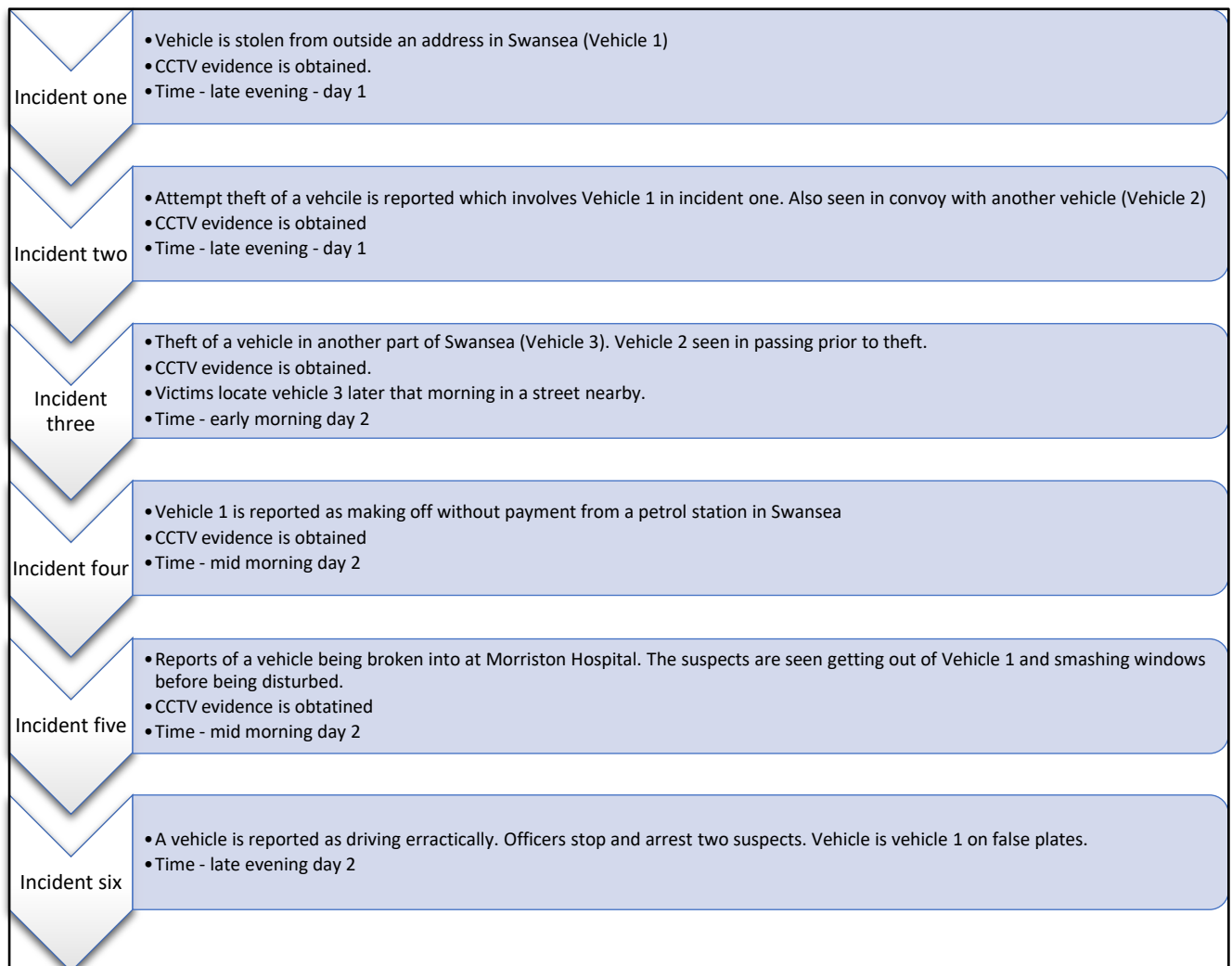
The two suspects were arrested following reports of a vehicle driving erratically through Swansea. Officers gave pursuit and subsequently arrested two males who were both intoxicated in the vehicle.

The reason that both males were arrested is that intelligence on the subject vehicle had shown that it was involved in an attempted theft of another vehicle at Morriston Hospital earlier that day and that it had also made off without payment after refuelling at a petrol station in Swansea.

On further examination an additional set of number plates were found in the subject vehicle. These plates were registered to a vehicle that had been reported stolen the previous day. Examination showed that the plates on the subject vehicle at the time of arrest of the suspect were false plates and that this subject vehicle was, indeed, the vehicle reported stolen the previous day.

An additional vehicle was also stolen as part of the investigation though it was located by the owners the next morning.

Due to the complexity of the incidents, I have captured it in a timeline below –



Due to the number of incidents and the number of victims in total being five this was a complex investigation.

One important point to note in this investigation was that all the vehicles targeted were of the same make, as the suspects had secured equipment that secure information that could be used to enter and drive the vehicles away.

CCTV –

CCTV played a pivotal role in this investigation.

Incident one - Footage was obtained of the two suspects entering vehicle 1 prior to it being driven away. The clothing of one of the suspects matched the clothing they were wearing when arrested.

Incident two - Footage was obtained of suspects attempting to break into the vehicle. Vehicle 1 seen outside the address with vehicle 2. Both these vehicles are later picked up on ANPR camera in convoy. The significance of vehicle two being that it was registered to a family member of one of the suspects.

Incident three – Footage was obtained of two suspects walking up to the address and entering the vehicle and reversing it slowly away from the property. Vehicle 2 is again seen passing the address just prior to this happening.

Incident four – Footage was obtained from petrol station CCTV of vehicle 1 with the original plates still in situ. The suspect refuels the vehicle and makes off without payment. The suspect in the footage matches the description of one of the suspects who was later found in that vehicle and is now in custody.

Incident five – Footage is obtained from Morriston Hospital. This shows vehicle 1(original plates still in situ) pulling up behind another vehicle. A suspect gets out and proceeds to smash a rear window of the other vehicle. The suspect then attempts to lever one of the rear doors of the vehicle open before being challenged by a witness, getting back into vehicle 1 and leaving the scene. This suspect matches the description of the same suspect in incident four who is in custody.

Word Count - 547

Critical evaluation of processes involved and fast track actions.

In order to evaluate these process and actions I will utilise the experiential learning cycle of Kolb. (Kolb, 2015, p. 48) ⁽³⁾

Concrete Experience

Fast track actions that were utilised were as follows –

1. CCTV enquiries at all incidents. Obtain footage and upload to NICE.
2. House to House enquiries at address in incidents one, two and three.
3. JSIU to attend incident two and examine vehicle.
4. JSIU to attend incident three and examine vehicle.
5. JSIU to attend incident six and examine vehicle.
6. Seize clothing of suspects and send for analysis.
7. ANPR and convoy analysis of movements of vehicles one two and three between defined hours – late evening day 1 to late evening day 2.
8. Statements taken from victims and witnesses.
9. ID procedures put in place for witnesses.

Processes involved were mainly tasking processes on Niche and other IT systems such as NICE Investigates.

Booking in seized property on Niche.

Legislation also dictates that certain processes must be adhered to when prisoners are in custody and ID procedures are required.

Quality assurance procedures are also strictly adhered to when it comes to any forensic evidence so as not to compromise the integrity of that evidence.

Reflective observation

This was my first investigation as OIC while in my role at the investigative hub at Swansea so was quite a daunting experience.

I reflect that I observed myself to be quite nervous but that my natural tendency towards optimism helped me to take on a role I had never experienced before.

I also thrive on teamwork and with an experienced team around me this helped to settle my nerves.

I also pride myself in being an effective communicator so tasking people who were already working in the same office space came easy to me.

One of the hardest tasks I found was completing the MG21 correctly to enable JSIU to analyse the clothing of the two suspects. This required analysis to determine if any fibres of clothing were traceable to any of the vehicles involved and also glass analysis was required to ascertain if any glass fragments from the smashed window of the vehicle in incident five were present on any clothing. Scientists at JSIU are very conscious of the forensic budget also, so justification needs to be considered of why we are asking for certain types of analysis and what we are attempting to prove or disprove.

I was impressed by the results from the ANPR and convoy analysis and how quickly this returned results. This showed vehicle 1 (original plates still in situ) in convoy with vehicle 2. An additional vehicle was also shown in convoy which on further investigation was registered to one of the suspects. Vehicle 3 is also seen on ANPR in convoy with vehicle 2.

I have since used ANPR technology on other enquiries and this has helped to map a journey of a suspect which has enabled us to challenge their account at interview.

In terms of evaluating processes used, I am still learning about Niche and I can sometimes find the processes within Niche itself very confusing. Workflows were something I could not get the grips with quickly and believe there must be a way of learning how to use them earlier. I feel that this should be used and explained more while new officers are either still in training or in their response role.

Abstract Conceptualisation

What did I learn in that I could apply to these actions and procedures –

1. Quality assurance is of utmost importance. When seizing the suspects clothing I was initially going to 'bag up' these exhibits all at the same time in custody. On seeking advice I learnt that it was good practice to seize one suspects clothing first, 'bag up' the exhibits and seal them. Then repeat for the second suspect. This would ensure there was no cross contamination of clothing which would have been of extreme importance when analysing them for glass fragments.

2. Know what you need from the scientists, why you need it and what the potential costs implications are. What are you trying to prove or disprove?
3. A phone consultation with the scientists prior to submitting an MG21 is always a good idea. Even if it is just to give them the heads up that an MG21 is coming, they will, in most circumstances give you pointers on what is required on the MG21.
4. Note all bag numbers for exhibits and include these in the description when booking them onto property in Niche. This will make it easier as these are also required on any MG2.
5. The investigation demonstrates the importance of thorough CCTV enquiries.

Active Experimentation

In terms of embedding learning from this experience, I found that it is of vital importance to ask for help first and foremost.

Some of the required forms on Niche are changing all the time and everyone is ultimately in the same boat when it comes to learning. Even experienced officers are sometimes getting to grips with new forms and process. Therefore, I now never assume anything and always ask questions.

Bag numbers for exhibits are always now on the description when booking exhibits into property.

I always have a telephone consultation with a JSIU scientist prior to submitting any MG21.

I always think wider when thinking of lines of enquiry that I may have missed. One such example was on a recent enquiry when I asked a victim if they had any tracking apps on their mobile phone. They did indeed and the app had tracked their journey in a car with the suspect. This data was then cross referenced with ANPR data and utilised to challenge a suspect.

Word Count – 955

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and reference the management of your own personal values and attitudes in relation to this

To evaluate this, I will continue to utilise the Kolb reflective model. (Kolb, 2015, p. 48) ⁽³⁾

I will firstly acknowledge my own personal values. An understanding of these was gained some years ago by completing an online survey/psychometric evaluation through the VIA Institute on Character. The outputs of this can be viewed in appendix one and the top five are deemed signature values and strengths.

For myself these were –

1. Fairness
2. Gratitude
3. Forgiveness
4. Leadership
5. Kindness

Concrete experience

As OIC in this investigation, support I provided to victims was primarily keeping them updated on this investigation. As there were five victims in this investigation, it was a large task keeping them up to date. This updating was always done over the phone, though one victim did attend Swansea Central Police Station for a face to face up date. I would update on the progress of the investigation; answer any questions they would have (these would usually be around whether the suspects would be bailed or remanded) and also ensure victims had received support in the form of a Victim focused referral.

There was only one witnesses in the investigation who was particularly hard to engage with due to his work commitments, holidays and ill health.

Reflective observation

Reflecting on the experience, I noted that there were a wide range of emotional reactions to the incidents from the different victims. Some were highly emotional and upset, some were annoyed at the inconvenience, and some seemed thankful for the investigation and updates. Reflecting back, the face-to-face update with a victim went well as I was able to read body language and actively listen more to what they were saying. Though telephone is an effective method of updating, it can sometimes be a barrier to effective communication.

Abstract Conceptualisation

What I learned from the experience was primarily not to make assumptions on how any victim may react to an incident or update. Some may still be in shock and this may effect their reaction. Some may have had a negative experience with the police in the past, so that again may impact their reaction and some may have never experienced anything like this before so may have lots of questions. As my reflection shows, I also learnt that a face to face update worked well in this instance as you can get more of a feel for the victim as a person and they can also relate to me not just as a police officer but also as a person.

Active Experimentation

In terms of trying out what I have learnt, I always have it in my mind not to make any assumptions of how a victim will react in any situation. I also like to meet victims face to face so they can relate to me a little better and I to them. This is possible within my current role with the Rape Investigation Team, though Operation Soteria Bluestone can also act as a barrier to this as the Victim Progression Officer is responsible for keeping the victim informed of the investigation.

Relating the above evaluation and reflecting back to my own personal values, I can see that two of the top five values, kindness and fairness would fit well with a strong victim focus. Therefore, it is easy to manage these values when you can meet with, relate to and show empathy to a victim. You do sometimes need to balance that empathy with realism for the victim if the outcome in terms of the investigation may not deliver what the victim feels is a just outcome. This will probably be where another key value of leadership would come into play.

Word Count - 641

Total Word Count - 2143

Appendix one

Values inventory – Survey outputs showing signature values for Mark Wells

Mark Wells

1: Fairness 🤖

Treating all people the same according to notions of fairness and justice; not letting feelings bias decisions about others; giving everyone a fair chance.

2: Gratitude 🙌

Being aware of and thankful for the good things that happen; taking time to express thanks.

3: Forgiveness 🕊

Forgiving those who have done wrong; accepting others' shortcomings; giving people a second chance; not being vengeful.

4: Leadership 🧠

Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group; organizing group activities and seeing that they happen.

5: Kindness 🤝

Doing favors and good deeds for others; helping them; taking care of them.

6: Honesty 🗣

Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions.

7: Prudence 🏦

Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted.

8: Teamwork 🧑‍🤝‍🧑

Working well as a member of a group or team; being loyal to the group; doing one's share.

9: Humor 😄

Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes.

10: Appreciation of Beauty & Excellence 🌟

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Authentication signature:

Please sign to confirm that the work submitted is your own and has not been copied from another:

Signed: *Mark Wells*

Date: 4th May 2024

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

1. Martyn Skinner, D. Mitchell - "What? So What? Now What?" Applying Borton and Rolfe's Models of Reflexive Practice in Healthcare Contexts - 29 May 2016 - Health and Social Care Chaplaincy
2. Legitimacy and Cooperation: Why Do People Help the Police Fight Crime in Their Communities? - Published 15 March 2010 - Race, Ethnicity, and Policing
3. Kolb, D.A. (2015) Experiential learning: experience as the source of learning and development. 2nd edn. New Jersey: Pearson Education.

Other sources –

Operation Soteria – Transforming the Investigation of Rape

<https://www.npcc.police.uk/our-work/violence-against-women-and-girls/operation-soteria/>

National Ugly Mugs Organisation

<https://www.nationaluglymugs.org/>

National Ugly Mugs Organisation – Impact report

<https://nationaluglymugs.org/wp-content/uploads/2021/04/NUM-Impact-final.pdf>

College of Policing - What works in policing to reduce crime?

<https://www.college.police.uk/research/what-works-policing-reduce-crime>

VIA Institute on Character

<https://www.viacharacter.org/>